Proposed Synopsis for Ph. D. Pre-registration Seminar

Study of Academic Procrastination in relation to Academic Anxiety, Study Habits and Parental Encouragement among Senior Secondary School Students of Ranchi District

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1.0 Introduction

1.1 State of the art

The study of academic anxiety, study habits, and parental engagement in relation to academic procrastination, gender, and government and private schools has gained significant attention in recent years. Researchers have delved into understanding the complex interplay between these factors and their impact on students' academic performance. State-of-the-art studies have revealed that academic anxiety, characterized by fear of failure, self-doubt, and perfectionism, is a significant predictor of academic procrastination, where students delay their tasks due to stress and anxiety. Moreover, study habits, such as time management, organization, and self-regulation, have been found to influence academic procrastination, with effective study habits leading to reduced procrastination tendencies. Parental engagement, including parental support, communication, and monitoring, has also emerged as a crucial factor in mitigating academic procrastination among students. Furthermore, gender differences have been observed, with females tending to exhibit higher levels of academic anxiety and procrastination compared to males. Lastly, the type of school, whether government or private, has shown some variations in terms of the prevalence and impact of academic anxiety, study habits, and parental engagement on academic procrastination. This comprehensive understanding of the state-of-the-art research in these areas sheds light on the multifaceted nature of academic procrastination and provides valuable insights for educators, policymakers, and parents to develop effective interventions and strategies to address this.

Conceptual Framework of the study

1.2 Concept of academic anxiety

Academic anxiety is a term used to describe the feelings of stress, worry, and fear that students often experience in relation to their academic performance and educational expectations. It is a common phenomenon that can affect students of all ages, from primary school to university level. Academic anxiety can manifest in various ways, such as feeling overwhelmed by the workload, having excessive fear of failure, experiencing test anxiety, or feeling intense pressure to meet high academic standards.

The causes of academic anxiety can be multifaceted. High expectations from parents, teachers, or society, fear of disappointing oneself or others, a competitive learning environment, or a lack of confidence in one's abilities are some common factors that contribute to academic anxiety. Additionally, external pressures such as time constraints, heavy workloads, and the need to balance academic responsibilities with other aspects of life can further exacerbate these feelings.

The consequences of academic anxiety can be detrimental to students' overall well-being. It can lead to decreased motivation, poor concentration, sleep disturbances, and physical symptoms such as headaches or stomach-aches. Academic anxiety can also negatively impact academic performance, as it may hinder effective learning and problem-solving abilities. In severe cases, it can even lead to long-term mental health issues like depression or anxiety disorders.

Addressing academic anxiety is crucial to support students in their educational journey. Schools and educational institutions play a vital role in creating a supportive and nurturing environment that promotes emotional well-being. This can be achieved through implementing strategies such as providing adequate counseling services, teaching stress management techniques, fostering a growth mind-set, and promoting a healthy work-life balance.

Additionally, parents, teachers, and peers can contribute to alleviating academic anxiety by offering encouragement, understanding, and realistic expectations. Building self-confidence, emphasizing the importance of effort rather than just outcomes, and providing opportunities for students to express their concerns or seek help can also be beneficial.

In conclusion, academic anxiety is a significant issue that affects many students. By recognizing its causes, consequences, and implementing appropriate support strategies, we can help students navigate their academic journey with confidence, resilience, and a positive mind-set.

1.3 Concept of study habits

Study habits refer to the consistent and effective practices that individuals adopt to enhance their learning and academic performance. Developing good study habits is essential for students to maximize their potential and achieve academic success. These habits include organizational skills, time management, active learning techniques, and self-discipline. By cultivating these habits, students can create a conductive learning environment, optimize their study sessions, and improve their overall understanding and retention of information.

One crucial aspect of effective study habits is organization. This involves keeping track of assignments, deadlines, and study materials. By maintaining a well-organized study space and using tools such as planners, calendars, and folders, students can reduce stress and confusion, allowing them to focus more on their learning objectives. Organization also extends to the management of study materials, including textbooks, notes, and digital resources, making them easily accessible when needed.

Time management is another vital component of successful study habits. It involves prioritizing tasks and allocating sufficient time for studying, reviewing, and completing assignments. By creating a study schedule and adhering to it, students can avoid procrastination and ensure that they have enough time to cover all necessary materials.

Effective time management also helps maintain a healthy work-life balance, as it allows for breaks and leisure activities without compromising academic responsibilities.

Active learning techniques play a significant role in enhancing study habits. Instead of passively reading or memorizing information, active learning involves engaging with the material through various methods such as summarizing, discussing, and applying concepts. By actively participating in the learning process, students can deepen their understanding, improve critical thinking skills, and retain information for a longer period. Some effective active learning techniques include group discussions, problem-solving exercises, and teaching concepts to others.

Lastly, self-discipline is a fundamental aspect of successful study habits. It requires individuals to make conscious choices and maintain focus and motivation in their learning endeavours. Developing self-discipline involves setting goals, overcoming distractions, and managing time effectively. By practicing self-discipline, students can overcome procrastination, maintain consistent study habits, and persevere through challenges, ultimately leading to improved academic performance.

In conclusion, adopting effective study habits is crucial for students to excel academically. By incorporating organizational skills, time management, active learning techniques, and self-discipline into their study routine, students can create a conductive learning environment, optimize their study sessions, and enhance their overall understanding and retention of information. Cultivating these habits not only leads to academic success but also equips individuals with valuable skills that can be applied throughout their lives.

1.4 Concept of parental encouragement

Parental encouragement refers to the positive support, guidance, and motivation provided by parents to their children. It plays a crucial role in shaping a child's development, self-esteem, and overall well-being. When parents offer encouragement, they create an environment that fosters growth, resilience, and a sense of achievement in their children. Parental encouragement involves various forms of support, including words of affirmation, constructive feedback, and active involvement in a child's pursuits. It helps children develop a positive self-image, build confidence, and cultivate a healthy mindset towards challenges and setbacks. By encouraging their children's interests, talents, and goals, parents inspire them to reach their full potential and pursue their dreams. Parents can provide encouragement in many ways. They can offer praise and recognition for their child's efforts and achievements, regardless of the outcome. This helps children understand that their value lies not only in the end result but also in the effort they put in. By acknowledging small milestones, parents motivate their children to continue striving for success.

Additionally, parental encouragement involves constructive feedback. Parents can provide guidance and suggestions to help their children improve their skills and overcome obstacles. By offering specific and actionable advice, parents enable their children to learn from their mistakes and grow. This approach teaches children resilience and problem-solving skills, preparing them to face challenges with confidence.

Active involvement is another essential aspect of parental encouragement. When parents take an interest in their children's activities, hobbies, and passions, it demonstrates support and validation. Attending their performances, games, or competitions, or simply engaging in conversations about their interests, shows children that their pursuits matter. This involvement fosters a sense of belonging, security, and motivation in children. Parental encouragement also extends to cultivating a positive mindset and attitude. By modelling optimism, perseverance, and a growth mindset, parents teach their children to approach setbacks as opportunities for learning and growth. This helps children develop resilience, adaptability, and a belief in their own abilities.

In conclusion, parental encouragement is a powerful tool for nurturing a child's development. Through supportive words, constructive feedback, active involvement, and fostering a positive mindset, parents play a vital role in inspiring their children to discover their potential and achieve their goals. By providing this encouragement, parents create a foundation for success, self-esteem, and a lifelong love of learning in their children.

1.5 Concept of academic procrastination

Academic procrastination refers to the act of delaying or postponing academic tasks or responsibilities. It is a common phenomenon among students, characterized by the tendency to prioritize short-term pleasure or instant gratification over long-term academic goals. Academic procrastination can manifest in various forms, such as putting off studying, delaying the completion of assignments or projects, or even avoiding important academic tasks altogether. Procrastination often stems from a combination of psychological, behavioural, and environmental factors. It is often linked to poor time management skills, lack of motivation, fear of failure, perfectionism, or a general lack of interest in the subject matter. Additionally, external factors, such as distractions from technology, social media, or personal commitments, can contribute to academic procrastination. The consequences of academic procrastination can be detrimental. Students who engage in this behaviour often experience increased stress, anxiety, and reduced academic performance. Procrastination can lead to rushed or incomplete work, resulting in lower grades or missed deadlines. Furthermore, it can create a cycle of guilt and self-doubt, impacting a student's overall well-being and self-esteem. Addressing academic procrastination requires a combination of self-awareness, goal-setting, and effective time management strategies. Developing a clear understanding of personal motivations, setting realistic goals, breaking down tasks into manageable steps, and creating a structured study routine can help overcome procrastination tendencies. Additionally, seeking support from peers, teachers, or academic advisors can provide guidance and accountability in combating this behaviour. Understanding the underlying causes of academic procrastination and implementing strategies to overcome it is crucial for students to maximize their academic potential and achieve long-term success. By cultivating discipline, self-motivation, and effective time management skills, students can minimize the negative impact of procrastination and cultivate a more productive and fulfilling academic experience.

Review of literature

A review of related literature gives the investigator a comprehensive understanding of the previous work that has been done in a certain field. It develops in the investigator an insight he needs to convert her tentative research problem to a specific and concise one. A brief review of literature is studied under the following headings:

1. Studies related to academic anxiety

2. Studies related to study habits

3. Studies related to parental encouragement

Studies related to academic anxiety

Dhull, (2013) conducted a study to find out the difference in academic anxiety and achievement in science among Xth class students. The study was conducted on a sample of 400 students of Xth class students of government and private schools of Rohtak and Sonipath district of Haryana. Academic anxiety scale test by Dr. A.K.P Sinha and Dr. I.N/K. Sinha and achievement test in science scale was constructed by researcher himself were used to collect data. mean SD, and t-test were used to analyses the data the finding of the study reveals it was found that there is a significant difference in academic anxiety of government and private Xth class students, private school students were found to have more academic anxiety as compared to government school students, it was found that there is a significant difference in achievement in science of government and private Xth class students.

Sharma, (2017), conducted a study to explain the relationship between academic anxiety and mental health among adolescence. Descriptive survey method of research was adopted for the study. A sample of 100 of adolescents with equal number of boys and girls of 13 to 16 years of age was taken through academic anxiety scale for children (AASC) and mental health battery (MHB) developed by Dr. Arun kr. Singh and Dr. Alpana Sen Gupta. The data were revealed that, academic anxiety is significantly but negatively correlated with mental health, for both male and female adolescents. Gender difference on academic anxiety among adolescents was found significant. Gender difference on mental health among adolescents was found significant.

Joshi et. al., (2019) conducted a study to know the academic anxiety a growing concern among Urban mind adolescents school children. This cross-sectional study was carried by lottery method. A sample of 410 mid adolescent's school children in age group of 12-15 year was taken. The predesigned semi structured questionnaire based on Bisht Battery Stress Scale was used as study tools consisting of 15 questions. The data analysis was applied using chi square and t-test. Findings of the study revealed that out of total410 students only 62(15.1%) were normal, which is without any academic anxiety while majority 348(84.9%) were facing some or the other form of academic anxiety.

Saini, (2020). conducted a study to investigate the relationship between academic procrastination, academic anxiety, and self-confidence, self-efficacy, and locus of control among senior secondary school students was explored. The study used a descriptive survey method with 600 randomly selected students. Various scales, including the Academic Procrastination Scale, Academic Anxiety Scale (AAS-SAMRUA), Self-Confidence Inventory (SCI-GR), Self-Efficacy Scale (SES-SANS), and Locus of Control Scale (LOC-VS), were employed to collect data. Notably, self-efficacy significantly influenced academic procrastination, while gender had a less pronounced impact. Additionally, the interaction between self-efficacy and gender played a crucial role in academic procrastination.

Studies related to study habits

Pathak, (2020) conducted a study to investigated academic stress and self-efficacy in relation to study habits among adolescents. The main purpose of the study was to find out the relationship between academic stress and study habits among secondary school students and to investigate relationship between self-efficacy and study habits secondary students. The finding of the study showed a significant negative relationship between academic stress and study habits of students. Also, the finding showed a significant positive relationship between self -efficacy and study habits of students.

Alam and Islam, (2020) conducted a descriptive survey study on academic performance of secondary school students in relation to their study habits and socio-economic status. The objective of the study was to investigate the relationship between academic achievement of secondary school students with their study habits and socio-economic status. The sample of 250 students were selected by using simple random sampling technique. The finding of the study showed that study habits, socio economic status and academic achievement are correlated with each other.

Hadadan and Ghajareih, (2022) The aim of conducting this study was to investigate the relationship between study habits and procrastination and academic performance with the mediation of self-efficacy of first grade high school girls in Neyriz in the 99-98 academic. The method used in this research is descriptive-survey and path analysis through structural equations. The study sample was all female 314 high school students in the academic year of 2009-2010 in Neyriz city, which was chosen by using multi-stage random sampling method. The tools of this research were: (1) Palsan-Sharma study habits questionnaire, (2) Solomon and Roth Bloom academic procrastination, (3), Morris self-efficacy and academic

performance and (4) Pham and Taylor academic performance. Direct path analysis showed that there is a significant negative relationship between study habits and academic procrastination ($p < 0.001$). However, there is no relationship between study habits and academic performance ($p < 0.142$). In addition, the results of indirect path analysis showed that there is a relationship between study habits with procrastination and self-efficacy mediation ($p < 0.002$). Also, the findings showed that there is a relationship between study habits and academic performance mediated by self-efficacy ($p < 0.002$). According to the research findings, it can be said that the more students have good and desirable reading habits, the less negligent they will be. In addition, the findings showed that having self-efficacy can increase academic performance and reduce academic procrastination in students

Anierobi et. al., (2024) The research investigated the relationship between study habits, academic procrastination, and academic performance among secondary school students in Awka. The study used a correlational research design and included 560 participants (300 females and 260 males) randomly selected from eight public secondary schools. Three researcher-developed instruments—the Study Habits Questionnaire (SHQ), Academic Procrastination Questionnaire (APQ), and Academic Performance Scale (APS)—were employed. The SHQ and APQ were validated for face and content, and their reliability was assessed using the test-retest method. The study found positive correlations between study habits and academic performance (correlation coefficient of 0.76) and between academic procrastination and academic performance (correlation coefficient of 0.69). Pearson Product Moment Correlation was used to address research questions, and Simple Regression Analysis tested hypotheses. The study recommended promoting good study habits and discouraging procrastination for optimal academic success.

Studies related to parental encouragement

Rathore and Sangwan (2015) conducted a study to "assess the impact of parental encouragement on academic achievement of adolescents". The example comprised of four Government Senior Secondary Schools in Hisar. The review's discoveries uncovered that portion of the respondents were customary in scholastics and only 33% were incredible, and most of the respondents had gotten a significant degree of parental consolation. The discoveries likewise uncovered critical variations in young adult scholastic fulfilment considering scholarly class, fatherly occupation, and parental consolation got. There was no significant contrast in scholastic accomplishment among young men and young ladies, or between youths living in rustic and metropolitan regions.

Akhter and Pandey (2018) examined on "study on Parental encouragement on the academic achievement of secondary level students in J&K". Random selection techniques were used to pick 100 (50 rural and 50 urban) secondary school students from the 10th and 12th grades in J&K. Sharma's Parental Encouragement Scale was used, and academic accomplishment (high school Board Examination 2014 marks attained by children) was collected. The relationship between PE and AA among metropolitan and country optional school understudies in J&K, and that parental support was decidedly corresponded with scholarly accomplishment among auxiliary level understudies in J&K.

Kaur, Kaur and Singh, (2019). conducted a study on "the relation between educational adjustments of adolescent in relation to their parental encouragement". The review utilized 200 teenagers from the Ludhiana locale as an example. The graphic review strategy was utilized. The review's discoveries uncovered that there is a critical contrast in mean parental support scores among metropolitan and provincial teenagers; that there is a huge positive connection between instructive change and parental consolation of male youths; that there is a huge positive connection between instructive change and parental consolation of female young people; and that there is a huge positive connection between instructive change and parental support of country youths.

Narad, Singh and Kumar, (2020). investigated a self – confidence among senior secondary school girls: Influence of parental encouragement. The objectives of the study were i) To compare senior secondary school girls studying in Government and Private schools with regard to self – confidence and parental encouragement. The sample comprised of 200 girls studying in districts of Jaunpur and Azamgarh of U.P. The investigators employed descriptive survey method and simple random sampling technique in their study. The instruments used in the data collection were parental encouragement scale and self – confidence inventory. Mean, Standard Deviation, t- test and Coefficient of Correlation were used as statistical techniques. Through the results it was found that there was significant difference in the parental encouragement of Private and Government senior secondary school girls.

Studies related to academic procrastination.

AlQudah, (2014). The purpose of this study is to explore the relationship between the academic procrastination and self-efficacy among students at King Saud University. It also aims to identify whether the level of Academic procrastination varies depending on variables such as type of the college, academic level, or the level of students' achievement. Two instruments were developed: academic procrastination instrument, and self-efficacy instrument. The questionnaires were distributed to random sample of 195 students from

Science and Arts colleges at King Saud University. The Findings indicate that the highest percentage of the distribution of the sample on of procrastination Academic scale is (83.6%), followed by the low percentage (9.7%) of procrastination while the lowest percentage of procrastination is (6.7%). The findings also showed that there were statistically significant differences at the level of academic procrastination due to level of achievement for favour of group who get (acceptable) in their achievement. It also found that there were no statistically significant differences due to the type of college and the academic achievement. In addition, the findings revealed that there were statistically significant differences between of the academic procrastination scale and the self-efficacy scale.

Sasi Kanta Dash and Ramaprabou (2018) studied academic procrastination and self-efficacy among college students. The purposive sample consisted of 80 professional, arts and science college students in and around Union Territory of Puducherry. t-test analysis indicated a significant difference in self-efficacy of college students based on academic streams and no significant difference in academic procrastination of college students in terms of academic streams. Correlation analysis found an inverse correlation between academic procrastination and self-efficacy.

Peixoto, (2021). examined and found that procrastination is a maladaptive behaviour experienced by students in academic activities due to which they face negative consequences leading to poor mental health. The spread of COVID-19 as a pandemic lead to very challenging condition of students in relation to their academic activity and it increased procrastinated behaviour in their academic tasks and activities and achievers did not enjoy this period. The researchers tested an integrative model of passion, procrastination, satisfaction with life and psychological distress in pupils during COVID- 19 pandemic. The sample consisted of 416 college students between the age group of 18-57 years. The results revealed that academic procrastination is negatively related to the harmonious passion, obsessive passion is positively related to academic procrastination and academic procrastination is negatively linked to the satisfaction to life and positively related to the psychological distress. These results indicate that harmonious passion plays a defensive role against academic procrastination and mental health indicators, while obsessive passion signifies a risk factor for mental health.

García, (2020). conducted a study to investigate the relationship of Academic procrastination and study habits and self- reported executive function on high school students with a sample of 52 school students. The above stated variables were measured by the Academic Procrastination Scale (APS), Study Habits Inventory (SHI), Behaviour Rating Inventory of

Executive Function (BRIEF®) and anxiety was measured using the Beck Anxiety Inventory (BAI) respectively. The results showed that high school students had moderate procrastination scores that were negatively correlated with the SHI scores and significant correlation was found between the APS and this scale was associated with the Metacognition Index (MI) as measured by BRIEF®. It was revealed that students who are having procrastination behaviour, that individual facing such kind of difficulty to organizing, planning and assimilating school content.

2.0 Problem to be investigated

The present study will explore the study of Academic Procrastination in relation to Academic Anxiety, study habits and parental encouragement among senior secondary school students of Ranchi District. The investigator also intends to examine the effect of Gender (Male and Female) and Types of school (Government and Private). The topic of the study will be stated as **"Study of Academic Procrastination in relation to Academic Anxiety, Study Habits and Parental Encouragement among senior secondary school students of Ranchi District."**

3.0 Objectives of the investigation and motivation

Objectives of the research

1. To examine the levels of academic anxiety, study habits and parental encouragement among senior secondary school students in respect of academic procrastination, gender and types of school.
2. To study the significant impact of academic procrastination, gender and types of school on academic anxiety, study habits and parental encouragement among senior secondary school students.
3. To study the correlation between academic anxiety, study habits and parental encouragement among senior secondary school students of Ranchi in respect of academic procrastination, gender and Types of school.

Motivation of the research

The motivation behind this study stems from the recognition of the significant impact that academic anxiety, study habits, and parental engagement have on academic procrastination, particularly within the context of gender and different types of schools, such as government

and private institutions. By investigating these factors, we aim to better understand the underlying dynamics that contribute to academic procrastination and identify potential interventions or strategies that can help alleviate this issue. This study seeks to provide valuable insights into the various aspects of academic procrastination, ultimately contributing to the development of effective educational practices that can enhance student performance and well-being.

4.0 Hypotheses

1. The levels of academic anxiety, study habits and parental encouragement vary among senior secondary school students in respect of academic procrastination, gender and types of schools.
2. There will be no significant impact of academic procrastination, gender and types of school on academic anxiety among senior secondary school students.
3. There will be no significant impact of academic procrastination, gender and types of school on study habits among senior secondary school student.
4. There will be no significant impact of academic procrastination, gender and types of school on parental encouragement among senior secondary school student.
5. There will be no significant difference between academic anxiety, study habits and parental encouragement among academic procrastination, gender and types of school of senior secondary school students.
6. There will be no significant relationship between academic anxiety, study habits and parental encouragement among senior secondary school students in respect of academic procrastination, gender and Types of school.

5.0 research Design and Methodology

The Sample

The sample of present study will consist of 320 senior secondary school students, sample will be selected from different schools located in Ranchi. Stratified random sampling technique will be used to collect data. A 2 x 2 x 2 factorial design will be used in this research and the factors of stratification will be:

Academic procrastination – 2 (High and Low)

Gender - 2 (Boys and Girls)

Type of school – 2 (Government and Private)

For sample selection screening will be done with the help of use of Academic Procrastination Scale. Students will be selected based on scores achieved by them. With the help of manual, scoring will be done and High as well as Low scorer on Academic Procrastination will be selected. After that rest of the scales will be applied on only High and Low scorer.

Table 1

Sample Design

Gender		**Boys**		**Girls**		**Total**
Academic Procrastination		**High**	**Low**	**High**	**Low**	
Type of school	**Government**	40	40	40	40	160
	Private	40	40	40	40	160
Total		**80**	**80**	**80**	**80**	**320**

Variables

Independent variable

- Academic procrastination
- Gender
- Type of school

Dependent variable

- Academic Anxiety
- Study habits
- Parental Encouragement

Selection criteria

Inclusion criteria

- Senior secondary school students
- Both sexes will be included
- Academic procrastination students high and low will be included

Exclusion criteria

- Middle and Primary school student
- Economics status
- Academic procrastination medium will be exclusion

6.0 Sources of Data and Tools to be used in collection of data

6.1 sources of Data

Data required for the present study will be conducted from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source. Information of Primary source will be collected from different Government and Private Senior Secondary School of Ranchi District. Students involving High and Low Academic Procrastinate Boys and Girls, will be selected for the study. Information of Secondary source will be collected from Books, Articles, Reports which will provide a variety of information regarding Academic procrastination and its consequences on academic anxiety, study habits and parental encouragement.

6.2 Tools used for the data collection

1. Personal Data Questionnaire (PDQ)

This questionnaire was designed by the researcher to collect information about the subject's personal information viz. name, gender, standard, gender, and school type.

2. Academic Anxiety Scale for Children (AASC)

This scale was developed by prof. A.K. Singh, (Patna University) and Dr. A. Sen Gupta. It consists of 20 items. Each item had two statements, Yes or No. there were two types of items i.e., Positive and Negative. The response was scored with the help of the manual. Reliability of the test was 0.65.

3. Study habit Inventory

This scale was developed by Mukhopadhyaya, M. and Sansanwal, D.N. (2005). This inventory helps the students to know about their study habit and way to improve that. Study habit inventory has 52 items pertaining to nine sub- components namely comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording, language. Higher scores indicate good study habits. Reliability co-efficient was found to be 0.91 which is high and indicates that the inventory is reliable.

4. Parental Encouragement Scale (PES-SR)

The Parental Encouragement Scale (PES) developed by Sharma, R. R, (2012). It was created to assess the degree/amount of parental encouragement received by a kid, as well as to categories children according on the degree/amount of parental encouragement received. It is intended for students in their senior year of high school. PES contains 40 items with three response alternatives. The reliability of the scale was measured firstly by split half method and the value was found to be .83. secondly, two test-retest reliabilities were determined- one after an interval of 2 weeks and other of 4 weeks. The value of these two reliabilities were found to be .73 and .76 respectively.

5. Academic Procrastination scale

Academic Procrastination Scale (APS) developed by Kalia, A. K. and Yadav, M. (2015) will be used. It is a likert type five-point scale. The APS contains total 25 items with the different four dimensions such as firstly procrastination in homework (10 items), secondly procrastination in preparation for examination (6 items), thirdly procrastination in project 13 work (5 items) and the last, procrastination in co-curricular activities (4 items). Out of these total 25 items, 16 items are positive, and 9 items are negative. The reliability test - retest coefficient was .843 and Guttman's Split Half Coefficient was .713. Face validity and content validity of the APS was adopted.

7.0 Plan of analysis

The following statistical analysis will be used to analyses the obtained data:

1. **Percentage value and Mean** will be used to measure the level of Academic Anxiety, Study habit, and Parental Encouragement among academic procrastination, gender, type of school of senior secondary school students.
2. **ANOVA** test will be calculated to find out the main and interaction effect of academic procrastination, gender, type of school on Academic Anxiety, Study habit, and Parental Encouragement of senior secondary school students.
3. **t' test** will be calculated to know the significance difference of academic procrastination, gender, type of school on Academic Anxiety, Study habit, and Parental Encouragement of senior secondary school students.

4. **Co-efficient of correlation** will be determined interrelationship among Academic Anxiety, Study habit, and Parental Encouragement of senior secondary school students.
5. **Graphical** representation of results as required.

8.0 Significance of the study

The significance of the study titled "The study of academic anxiety, study habits, and parental encouragement in relation to academic procrastination, gender, and type of schools among senior secondary school students" lies in its potential to contribute valuable insights to the field of education. By examining the interplay between academic anxiety, study habits, parental encouragement, academic procrastination, gender, and type of schools, this study aims to enhance our understanding of the factors that influence academic performance among senior secondary school students. The findings of this study can inform educators, parents, and policymakers about effective strategies to address academic procrastination and promote positive study habits, ultimately leading to improved academic outcomes for students. Furthermore, the exploration of gender and type of schools as variables in this study allows for a comprehensive understanding of how these factors may shape students' academic experiences, aiding in the development of inclusive and equitable educational practices.

9.0 Its relevance to present day problem and needs of the society

In today's fast-paced and highly competitive academic environment, the study of academic anxiety, study habits, and parental involvement in relation to academic procrastination, gender, and type of schools holds huge relevance to the pressing issues and needs of present society. As students face increasing pressure to excel academically, the prevalence of academic anxiety and procrastination has become a growing concern, impacting not only individual academic performance but also overall mental health and well-being. Understanding the factors contributing to academic anxiety, such as high expectations from parents and schools, can provide valuable insights into developing effective intervention strategies and support systems to help students cope with stress and perform to their full potential. Additionally, the role of study habits in academic success cannot be understated, as cultivating effective study skills and time management techniques is crucial for achieving academic goals and fostering a lifelong love for learning. By examining the influence of parental involvement on students' academic behaviors and outcomes, researchers can identify

ways to enhance parental support and engagement in their children's education, ultimately leading to improved academic performance and overall student well-being. Moreover, exploring how these factors intersect with gender and the type of school's students attend can shed light on potential disparities and inequalities in educational opportunities and outcomes, highlighting the need for targeted interventions and policy changes to create a more equitable and inclusive learning environment for all students. Therefore, by delving into this multifaceted topic, researchers can not only advance our understanding of academic success and well-being but also contribute valuable insights and solutions to address the complex challenges facing by students today.

10.0 Contribution to the existing knowledge

This study on academic procrastination in relation to academic anxiety, study habits, and parental encouragement of senior secondary school students makes a significant contribution to the existing knowledge in several ways. Firstly, by focusing on senior secondary school students, the research sheds light on a crucial developmental stage where academic pressures and responsibilities are heightened, providing valuable insights into the factors influencing procrastination behaviour during this critical period. Secondly, the examination of the interplay between academic anxiety, study habits, and parental encouragement offers a comprehensive understanding of the complex dynamics that contribute to procrastination tendencies among students. This holistic approach not only enriches our understanding of procrastination but also underscores the importance of considering multiple factors in addressing and mitigating this issue effectively. Furthermore, by exploring the role of parental encouragement, the study highlights the significant impact of parental involvement on students' academic behaviour, emphasizing the need for a supportive and nurturing environment to foster positive study habits and reduce procrastination. Overall, this research contributes to the existing knowledge by deepening our understanding of the intricate relationships between academic procrastination, anxiety, study habits, and parental influence, offering valuable insights for educators, parents, and policymakers to develop targeted interventions and support mechanisms to promote academic success and well-being among senior secondary school students.

11.0 Future work

In future research on the study of academic procrastination in relation to academic anxiety, study habits, and parental encouragement of senior secondary school students, several key areas could be explored to deepen our understanding of this complex issue. Firstly, conducting longitudinal studies to track the long-term effects of academic procrastination on students' academic performance and overall well-being would be valuable. Additionally, investigating the role of technology and social media in exacerbating or mitigating academic procrastination behaviors could provide insights into effective interventions. Furthermore, exploring the impact of peer influence and social dynamics within the school environment on students' procrastination tendencies could offer a more comprehensive understanding of the factors at play. Moreover, examining the effectiveness of different intervention strategies, such as time management workshops, cognitive-behavioral therapy, or mindfulness practices, in reducing academic procrastination and anxiety levels among students could inform the development of evidence-based interventions. Lastly, exploring cultural and contextual factors that may influence academic procrastination behaviors in different educational settings and regions could help tailor interventions to specific student populations. By addressing these future research directions, we can further enhance our knowledge of academic procrastination and contribute to the development of effective strategies to support students in managing their study habits and academic anxieties.

Tentative chapters

There will be following five chapters in the research report of the proposed research:

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Methodology

Chapter 4: Analysis of data

Chapter 5: Summary and conclusion

References

Appendix

Note: The research proposal is tentative which may be modified according to the availability of data, tools and techniques.

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